

**THE INFLUENCE OF USING THIEVES TECHNIQUE TOWARD STUDENTS'
READING COMPREHENSION IN NARRATIVE TEXT AT THE
SECOND SEMESTER OF THE TENTH GRADE
AT SMA NEGERI 2 NATAR IN THE
ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of the
Requirements for S1-Degree

By:

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LAMPUNG
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ABSTRACT

THE INFLUENCE OF USING THIEVES TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE AT SMA NEGERI 2 NATAR IN THE ACADEMIC YEAR OF 2017/2018

**By
Susilowati**

Reading is one of necessary skill that should be mastered by students because it can help students to acquire knowledge and get information. Based on the preliminary research, the researcher found that the students at SMAN 2 Natar faced difficulty in reading comprehension especially in narrative text. The researcher applied thieves technique to solve this problem. Thieves technique is a pre-reading strategy that set the purpose for reading using easily remembered acronym. Students learn how “steal” information from the title, headings, introduction, every first sentence in sentence, visual / vocabulary, end and summary. The objective of this research is to find out whether there is influence of using thieves technique toward students' reading comprehension in narrative text at the second semester of the tenth grade at SMAN 2 Natar in the academic year 2017/2018.

The research design was quasi experimental design. The sample of the research was 55 students taken from tenth grade of SMAN 2 Natar which was chosen through random sampling technique. The sample of the research was two classes consisting of 28 students for experimental class and 27 students for control class. In the experimental class, the researcher used thieves technique and in control class the researcher used reading aloud technique to teach students. In collecting the data, the researcher conducted pre-test and post-test by serving a multiple choice test which consists of 25 items for each test. The data were analyzed by using SPSS to compute independent sample t-test.

The result of statistical calculation, the mean score of pre-test in experimental class is 51.64 and 80.85 for post-test. Meanwhile, the mean score of pre-test in control class is 51.41 and 73.21 for post-test. Moreover, in the table of hypothetical test, it can be seen that $Sig = 0.011$ and $\alpha = 0.05$. It proved that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because $Sig < \alpha = 0.05$. In the other words, thieves technique could significantly improve students' ability in reading comprehension in narrative test at the tenth grade student of SMAN 2 Natar in the academic year of 2017/2018.

Keywords: Reading comprehension, Narrative text, Thieves technique



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IN NARRATIVE TEXT AT THE SECOND SEMESTER
OF THE TENTH GRADE AT SMA NEGERI 2 NATAR
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ADMISSION

A thesis, entitled: **“THE INFLUENCE OF USING THIEVES TECHNIQUE TOWARD STUDENTS’ READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE AT SMA NEGERI 2 NATAR IN THE ACADEMIC YEAR OF 2017/2018”** By: **Susilowati, NPM: 1411040366, Study Program: English Education, was tested and defended in the examination session on Thrusday, September 6th 2018.**

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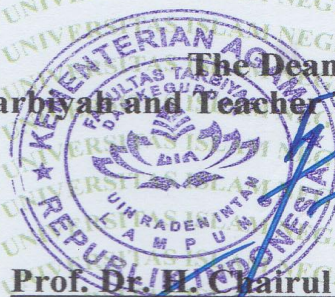
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DECLARATION

I hereby state that this thesis entitled “The Influence of Using THIEVES technique Toward Students’ Reading Comprehension in Narrative Text at the Second Semester of the Tenth Grade at SMAN 2 Natar in the Academic Year of 2017/2018” is definitely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledge in the text.



Bandar Lampung, June 2018

Declared by

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DEDICATION

This thesis is dedicated to all people who always pray, and give support in finishing this thesis. I would like to dedicate this thesis to:

1. My beloved parents Mr. Ponirin, and Mrs. Kamsiyah, who always support, educate, accompany and pray for me since I was child until now.
2. My beloved brothers are Suswanto, Agus Dwianto especially Bambang Irnanto and my beloved sister Emi Liawati who always give me support, motivation, advice and pray for me.
3. My bestfriends of Kitaadja who always support me and all members of PBI G 2014.
4. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.

MOTTO

فَاقْرَءُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ ۚ

Read ye, Therefore, as much of the Qur'an as many be easy (for you)

(Q.S. Al-Muzammil: 20)¹



¹ Kelompok Gema Insani, Al-qur'an Tiga Bahasa, (Depok: Al-Huda, 2010), p.320

CURRICULUM VITAE

The name of the researcher is Susilowati. She was born in Pancasila on July 20th, 1995. She is the last child of five children of happy couple, Ponirin and Kamsiyah. She has three brothers and one sister, they are Suswanto, Agus Dwianto, Bambang Irnanto and Emi Liawati.

She started her study at SDN 1 Pancasila in Pancasila village, Natar in 2003 and graduated in 2008. After that, she enrolled at SMP Muhammadiyah 3 Natar and graduated in 2011. Then, she continued her study at SMAN 2 Natar and graduated in 2014. In the same year, she was registered as a student of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung of Lampung. At UIN Raden Intan Lampung, the researcher joins and follows activity at UKM Hiqma.

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Praise is always to the might Alloh SWT for the gracious and tremendous blessing that always guides the researcher along her life. She believes that by the blessing and the grace of Alloh SWT, she is able to accomplish this thesis entitled “ The Influence of Using THIEVES Technique Toward Students’ Reading Comprehension in Narrative Text at the Second Semester of Tenth Grade at SMAN 2 Natar in the Academic Year of 2017/2018”. This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung.

The researcher realizes that she would never finish writing this thesis without the help of some people around her. Therefore, she would like to say a lot of thanks to:

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The words are not enough to say any appreciations for their help and contributions on this thesis. May Alloh SWT protect and give them happiness throughout their life. Finally, the researcher realizes that the thesis is far from being perfect. It is a pleasure for her to receive constructive critics and suggestions from the readers.

Bandar Lampung, Juni 2018
The Researcher,



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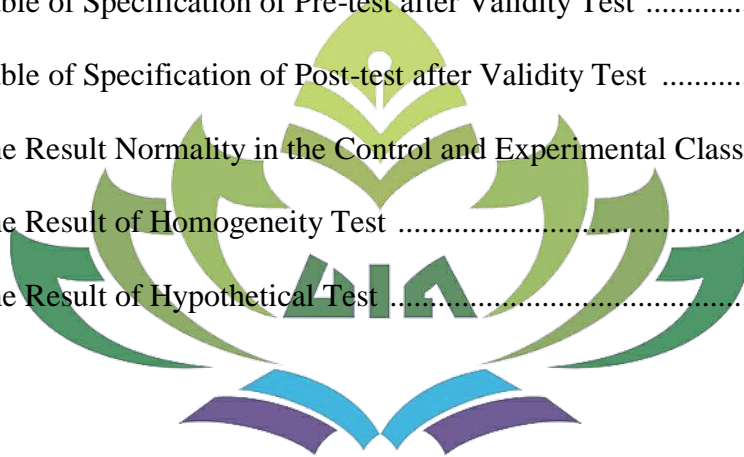
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Control Class Control Class Experimental Class Experimental Class

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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is very important in human life because the language is a means of communication used by humans in everyday life. The language used by humans to deliver message or idea from one person to another person. Without language, it is impossible for human to interact with others or environment.

English is the international language. English is the connection language used by the human in the world and used in all areas such as education, economy, business and others. In Indonesia, English is as foreign language where English is subject from junior high school until university. There are four skills must be mastered. They are listening, speaking, reading and writing. In the research, the researcher will focus on reading skill.

According to Richard and Julian, reading is the construction of meaning from a printed or written passage.¹ When the readers read the text, the most important is how the readers can understand what inside in the text, not how they read the text. Urquhart and Weir say that reading is the process of receiving and interpreting information encoded in language from via the medium of print.² It means that reading

¹ Jack C. Richard & Julian Bamford, *Extensive Reading in the Second Language Classroom*, (London, Cambridge Language Education, 2010) p.12

² William Grabe, *Reading in a Second Language*, (London, Cambridge University Press, 2009), p.14

is a process to find meaning from the word and interpreting any information contained in words.

Reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading provides human both pleasure and profit.³ It means that reading is very important to help people understand the meaning of the text.

Reading consists of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one spoken language. It is also stated that word recognition is a process of accessing and recognizing individual words.⁴ It means that word recognition is when reader read a text, the reader will process of accessing and recognizing individual words in the text.

Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. Comprehension is also a constructive process in which student creates meaning based on their background knowledge.⁵ It means that comprehension is the process where the reader can comprehend the meaning of the text and creates meaning based on their background knowledge.

³ M.F. Parel and Praveen M. Jain, *English Language Teaching*, (Jaipur, Sunrise Publisher & distributors, 2008), p. 113

⁴ Kristin Lems, Miller LD and Soro TM, *Teaching Reading to English Language Learners: Insights from Linguistics*, (New York: The Guilford Press, 2010), p.65

⁵ Thomas Gunning. *Reading Comprehension Boosters*, (New York: Jossey-Bass,2010), p. 1

Reading comprehension is usually a primary focus in instruction in the post primary grades, after readers have largely mastered word recognition skills, although comprehension of the text should be an integral part of reading instruction with beginning readers as well.⁶ It means that the reading comprehension can make the material more neither easy to under and it can help teacher guide students toward becoming better readers. Reading make the students able to all do not only focus on one kind of the text. The technique can help the students in getting a deep understanding to comprehend the text and have to think critically the text given and to figure out the writer's unstated meaning especially in narrative text.

Based on the explanation above, the teacher must choose the appropriate technique or strategy to involves students reading activity and to provide comprehensible input on the material. One of technique that can be used to help students' problem in reading comprehension in narrative text is THIEVES technique.

Present days, the most dominant readers are students. Teacher of all subjects commonly uses books or modules as media in teaching. The researcher have collected some data by interviewing Mrs. Kizma as the English teacher of SMA Negeri 2 Natar on 5 October 2017. The researcher asked about students' activity reading inside and outside the class, especially in English class and also asked about their reading comprehension score. By the result of the interview and the data of students' comprehension score, the researcher found that the students do not really like to read

⁶ Chatherine E, Snow, *Reading for understanding*, (London: Arlington, 2002), p. 10

whether the reading material is written in Bahasa Indonesia or in English and they were still lack of comprehending a text. She said that the students had low comprehension of text and the students faced difficulty in identifying main idea because the students have limited vocabulary.⁷ It automatically influenced their ability in comprehending the text. In addition, they had low score in reading. It can be seen from the students' English score. The score was displayed in the table 1.

Table 1
The Students' Score of Reading Comprehension of Narrative Text
at the Tenth Grade of SMA Negeri 2 Natar in the
Academic Year of 2017/2018

No	Class	Students' Score		Number of Students
		≥ 75	≤ 75	
1.	X 1	12	16	28
2.	X 2	9	18	27
3.	X 3	11	13	24
4.	X 4	10	16	26
Total		42	63	105
Percentage		40%	60%	100%

Source : The Data of English Teacher of SMA Negeri 2 Natar

Based on the table 1, the total number of students which falls into fail categories is higher than the passed category. There were 63 students failed category and 42 students in passed category. It could be seen that the reading ability is low. The teacher also said that the students cannot comprehend a text well. Besides doing the interview with the teacher, the researcher also give some questions to some students.

⁷ Kisma Huzaifah, *Interview of English Teacher of SMAN 2 Natar*, Accessed on October, 05th2017, Unpublished

They said that they felt difficult to learn English than other subjects such as Bahasa Indonesia and so on. They are difficult to comprehend English text. In addition, one of the reasons for the students' low reading mastery and comprehend can be influenced by teacher's technique in teaching reading.

Based on the explanation above, the researcher used THIEVES technique, for teaching reading. THIEVES is one technique to activate the background knowledge. THIEVES technique gave contribution for students in learning process. According to Zwiers, THIEVES is a pre-reading that sets the purpose for reading using an easily remembered acronym from title, heading, introduction, every first sentence in paragraph, vocabulary and visual, ending and summary.⁸ Students learn how to “steal” information from the text before they actually read it. Using THIEVES helps readers to identify important concepts, establish a context for reading, and predict what ideas might be contained in a text passage.

There were two researchers related to THIEVES technique that have been conducted. The first was done by Dina Gusvianti who conducted a research and entitled Using THIEVES Strategy to Increase Students Reading Comprehension at Junior High School. She basically focused on the using of this technique, especially how the students could solve their problems in reading activities by using this technique. The result showed that the THIEVES technique was effective used in

⁸ Zwiers, *Building Reading Comprehension Habits in grades 6-12*, (New York: The International Reading Association, 2010), p.87

teaching reading descriptive text comprehension.⁹ The difference between previous research and present research, the previous research used THIEVES technique to teach descriptive text meanwhile the present research used THIEVES technique to teach narrative text.

Furthermore, another research was conducted by Rizki Ananda which entitled *The Effectiveness of Using Thieves Strategy in Teaching Reading of Recount Text*. He conducted a research at the Eighth Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016). The result that thieves technique had effect to improve students' reading comprehension than teaching reading comprehension in descriptive text without thieves technique.¹⁰ The difference between previous research and present research, the previous research used THIEVES technique to teach recount text meanwhile the present research used THIEVES technique to teach narrative text.

There were some differences between previous researchs and present research. The differences among previous research and this research were the material to conduct it. The first previous research concerned to find out whether implementation thieves technique increases students' ability of reading comprehension in descriptive

⁹ Dina Gusvianti dan Yuli Triarina, *Using THIEVES Strategy to Increase Students Reading Comprehension at Junior High School*, Available on Journal of English Language Teaching, vol 1, no 1 (2012). The influence of using thieves strategy toward students reading comprehension, Accessed on March 9th, 2017

¹⁰ Rizki Ananda, *The Effectiveness Of Using Thieves Strategy In Teaching Reading Of Recount Text (An Experimental Research With The Eighth Grade Students Of Smp Negeri 23 Semarang In The Academic Year Of 2015/2016)*, available on <http://eprints.walisongo.ac.id/6068>, accessed on January 4th 2018

text. The second previous research concerned on the effect of using THIEVES technique in teaching reading of recount text.

Based on the research that has been done, The researcher used THIEVES technique, students can understand what they read especially on narrative text. The researcher wants to apply the technique in SMA Negeri 2 Natar. Therefore, the researcher proposes a research entitled “ The influence of using THIEVES technique towards students’ reading comprehension in narrative text at the second semester of the tenth grade of SMA Negeri 2 Natar in the academic year of 2017/2018”.

B. Identification of the Problem

Based on the background of the problem above, the researcher identify the problem follows:

- a. Students’ reading comprehension was low .
- b. In teaching reading, a teacher needs technique to help student.
- c. Students could not comprehend text well

C. Limitation of the Problem

In this research, the researcher made a limitation because there were so many kinds of text that can read such as descriptive, spoof, narrative, exposition, anecdote and many others. It means that there were many kinds of the text can be used in this research. The researcher choosed narrative text because based on syllabus the tenth

grade learn about narrative text. From the text, the researcher choosed narrative text to limit of the research.

D. Formulation of the Problem

Based on the explanation about the limitation of the problem above, the formulation of the problem in this research is : is there any influence of using THIEVES technique toward students' reading comprehension in narrative text at the second semester of the tenth grade at SMA Negeri 2 Natar in the academic year of 2017/2018

E. Purpose of the Research

The purpose of this research is to know whether there is an influence of using THIEVES technique toward students' reading comprehension in narrative text.

F. Use of the Research

This research can be used:

1. Theoretically, as a supporting information that thieves technique can be used as a technique in teaching learning process particularly in reading.
2. Practically, as an information to the English teachers that they are able to use THIEVES technique as a technique in teaching reading to improve the students' reading comprehension.

G. Scope of the Research

The scope of the research are as follows:

1. The subject of the research

The subject of this research was the second semester of tenth grade students at SMA Negeri 2 Natar in the academic year of 2017/2018.

2. The object of the research

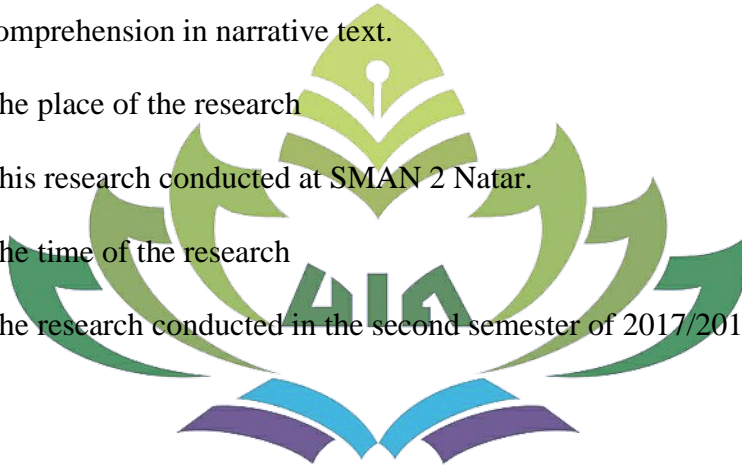
The object of this research was THIEVES technique and students' reading comprehension in narrative text.

3. The place of the research

This research conducted at SMAN 2 Natar.

4. The time of the research

The research conducted in the second semester of 2017/2018 academic year.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Concept of Reading

Reading is one of the basic skills in language that everyone should have. Reading is one of the key skills in language learning. Reading is the key of knowledge because the biggest source of knowledge are in written form. Reading means to understand the meaning of printed words i.e written symbols.¹ It means that reading is to find out the messenger or information that the writer put into the text as efficient as possible.

According to Richard and Julian, reading is the construction of meaning from a printed or written passage.² It means that when the readers read the text, the most important is how the readers can understand what inside in the text, not how they read the text and how the reader can get information of the text.

In other literature, Grabe says that reading is the ability to draw meaning from the printed page and interpret the information appropriately.³ It means that

¹ M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publisher & Distributors, 2008), p.113

² Jack C. Richard & Julian Bamford, *Extensive Reading in the Second Language Classroom*, (Edinburgh: Cambridge Language Education, 2010) p.12

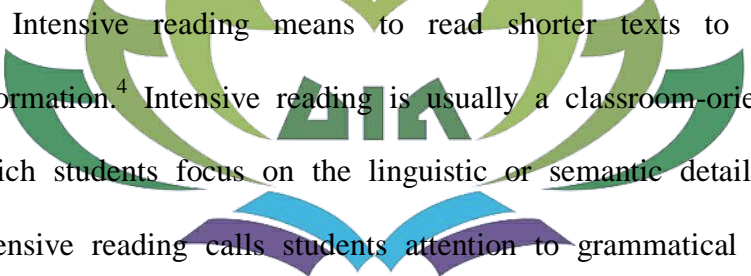
³ William Grabe & Frederica L. Stoller, *Teaching and Researching Reading*, (London: Routledge, 2002), p.3

if the readers read the text, the readers need the ability to drawing and getting out the information when the readers read the text.

Based on the explanation above, it can be concluded that reading is an interactive process that need ability to draw meaning by analyzing word by word in the text, then getting out the information as nearly as possible the writer puts into it.

1. Kinds of Reading

a. Intensive Reading



Intensive reading means to read shorter texts to extract specific information.⁴ Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships, and the like. Intensive reading means to read shorter texts to extract specific information.⁵ It means that intensive reading is the reader activity to read a short text to get the new information.

⁴ Jeremy Harmer, *How to Teach English*, (Harlow: Longman Pearson, 2007), p. 99

⁵ *Ibid*, p.99

1). Types of Intensive Reading

a). Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be vary difficult at secondary level. According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud.⁶ It means that reading aloud is one type of reading where in the text reading must use a loud voice. Reading basically is reading silently. This type of reading is only suitable for primary level.

b). Reading Comprehension

Intensive reading can aim at understanding a particular text. Reading comprehension has multiple definitions and explanations. It defines comprehension as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text. Koda says that comprehension occurs when the reader extracts and integrates various information from the text and

⁶ M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publisher & Distributors, 2008), pp.120-121

combine it with what is already known.⁷ It means that reading comprehension is the understanding of the written text meaning in the text.

c). Reading Speed

Reading speed is affected by a range of factors including the purpose of the reading and the difficulty of the text.⁸ The difficulty of the text is affected by the vocabulary, grammatical construction, discourse, and background knowledge.

b. Extensive Reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure use extensive reading is to improve general knowledge.⁹ The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.¹⁰ It means that extensive reading is the reading activity not

⁷ William Grabe, *Reading in Second Language*, (New York, Cambridge University Press, 2009), p.14

⁸ I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York and London: Routledge, 2009), p. 27

⁹ Jeremy, Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher*, (London: Longman Eight Impression, 2001). P 210

¹⁰ M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publisher & Distributors, 2008), p.119

only to get information but also to understand all of the component and the meaning from the longer of reading material.

1). Type of Extensive Reading

a). Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading among learners. Silent reading means reading completely silently, without even moving the lips. Silent reading is done to acquire a lot of information.¹¹ It means that silent reading is one type of reading where the purpose is to get more information contained in the text.

2. Reading Comprehension

Comprehension is the center reading.¹² According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning and finally connect these words

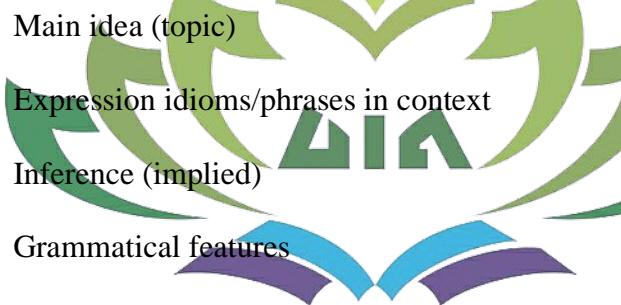
¹¹ *Ibid*, pp.122-123

¹² Karen Tankersley, *Threads of Reading : Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.23

into idea units.¹³ It means that ability of somebody to make sense of the context based on what he or she reads or hears.

Then, comprehending a text needs ability to identify main ideas in the text, integrate them into a text model of reading and develop an appropriate situation model of reader interpretation. Comprehending text also involves a reasonable knowledge of basic grammar, an awareness of discourse structure and a large receptive vocabulary knowledge base.¹⁴

Further, Brown classifies eight aspects of reading comprehension. They are:

- 
- a. Main idea (topic)
 - b. Expression idioms/phrases in context
 - c. Inference (implied)
 - d. Grammatical features
 - e. Detail (scanning for a specifically stated detail)
 - f. Excluding facts not written (unstated details)
 - g. Supporting idea (s)
 - h. Vocabulary in context.¹⁵

¹³ Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: the Guild press, 2008), p.5

¹⁴ William Grabe, *Reading in Second Language*, (New York, Cambridge University Press, 2009) p.14

¹⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Pearson Education Longman, 2004), p.206

According to Learning RX.com, there are some aspects of reading comprehension, they are:

- a. Prediction
- b. Main point
- c. Perspective
- d. Compare
- e. Visualize¹⁶

Based on the explanation above, it can be concluded that reading comprehension is the process for understanding of the text of meaning when the reader read. In the text, the readers can get many information such as main idea, expression, inference, grammatical features, detail, perspective, compare, and soon.

3. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹⁷ It means that, teaching is the process of teaching learning that in the activity, the learners can get many information. In teaching process the teacher must facilitate and make the learners fell comfortable in the learning.

¹⁶ Jenniper Zimmerman, *Adult Reading Comprehension*, (British: Brookes Press, 2010, p.1

¹⁷ H. Brown Douglas, *Principles of Language Learning and Teaching*, (New York: Pearson Education,2000),p.7

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good thing for English students.¹⁸ In other words, teaching reading activity is very important for the students. In teaching reading, this teaching can make the students understand for what they read and how to read in the text.

During teaching reading process, we must pay attention about the principles of teaching reading.¹⁹ Teaching reading can be provided students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and text.

Teaching reading seems to have its own importance in language teaching. There are six basic reasons to teach reading:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Students should be encouraged to respond the content of reading text
- d. Prediction is a major factor in reading
- e. Match the task to the topic
- f. Good teachers exploit reading texts to the full.²⁰

¹⁸ Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching)*, (London: Longman, 2001), p.68

¹⁹ *Ibid*, p. 82

²⁰ *Ibid*, p. 82

In the process learning, the teacher must give appropriate task with a topic. Based on the explanation, it means that teaching reading is not passive activity. In this teaching, the students must enjoy during reading process. As we know through reading, the students can get many information. Teaching reading needs more than only reading text, we must pay attention how to teach reading to our students.

4. Approaches of Teaching Reading

According to Brown, there are two approaches of teaching reading. They are:

a. Bottom up

Bottom up, on the other hand, the reader or listener focuses on individual words and phrases and achieve understanding by stringing these detailed elements together to build up a whole. Bottom-up strategies incorporate the lower-level reading processes that teach students to construct meaning from the most basic units of language, including letters, letter clusters, and words. Students make meaning of a text by building on a foundation of analyzing the smallest units of meaning. It means that bottom up is the reader who reads a text or book where in the book, the reader gets the terms or meanings in the book.

b. Top down

Top down is the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture. This is greatly helped if the reader or listener's schemata allow them to have appropriate expectation of what they are going to come across. Top-down strategies instruction focuses on activities that construct meaning rather than on mastering bottom-up skills. Students generate meaning by employing background knowledge, making predictions, and searching the text to confirm or reject the predictions that are made. It means that top down is a process where the reader has a background knowledge of the book you want to read where this knowledge can help the reader to predict the content in a text or book.²¹

5. How to Test Reading

Reading comprehension test are supposed to measure reading comprehension. Comprehension test can use a variety a question forms and can have a variety of focuses. Based on Brown, there are questions form that can use for testing reading comprehension, such as:

- a. Multiple-choice questions to test comprehension text.
- b. Matching task

²¹ Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisco: Pearson Education Longman,2004), p. 201

- c. Picture-cued items, such as: picture-cued word identification, picture-cued sentences identification, picture-cued true/false identification, picture-cued matching word identification.
- d. Picture-cued task, such as: multiple-choice picture-cued respond, diagram labeling task.
- e. Editing task
- f. Gap filling task
- g. Cloze task
- h. Short-answer task²²

In short, in testing reading comprehension the teacher should provide question forms which appropriate with the goals of students reading comprehension, the teacher also should provide reading technique to his/her students, especially reading in order to arouse the students interest and background knowledge to make the students comprehend the text easier. In this research, the researcher will use multiple-choice test for the instrument.

6. What to Test in Reading

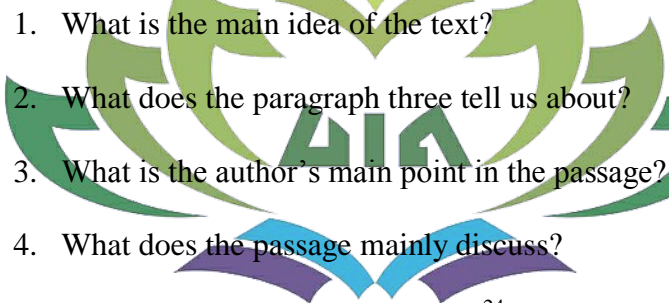
In learning English what materials are taught in the class then the material that will be tested. In reading comprehension, there are some aspects.

²² H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisco: Pearson Education Longman,2004), pp. 326-327

Further, Brown classifies eight aspects of reading comprehension. They are:

a. Main idea (topic)

Basically, main idea is the most important thing that should be taught. According to Alexander et.al, main idea is what the author wants you to know and understand about the topic.²³ It means that main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In other words, main idea is actually the point of the paragraph. Example question of main idea can be:

- 
1. What is the main idea of the text?
 2. What does the paragraph three tell us about?
 3. What is the author's main point in the passage?
 4. What does the passage mainly discuss?
 5. What is the topic of the passage?²⁴

b. Expression/idioms/phrases in context

The question of expression/idiom/phrase in context is a question that asks the reader to identify the meaning of word as they are used in the context of passage. It means that the question of expression/idiom/phrase in context is identifying how a word is being used in a particular passage. In other word, a

²³ Cain Alexander, et al, *Cliff Notes Praxis II*, (New York: Houghton, 2001), p.12

²⁴ Phillips Deborah, *Longman Preparation Course for the TOEFL Test: Skills and Strategies*, (New York: Longman, 1996), p. 246

passage may have multi meaning word and the reader must identify which meaning from the information in the passage. Example question of expression/idiom/phrase in context can be:

1. “I was close to tear” the expression above refers to
 2. The expression “dominance over” in line 5 is closest in meaning to
 3. “Contradictory to” in line 12 is closest in meaning to which of the following expressions?
 4. In line 8, the word “terrain” is closest in meaning to which of the following expression?
 5. The word “tripartite” in line 5 suggests that something is
- c. Inference (implied detail)

According to Hatch et.al, inference question ask you about information that is implied by the passage rather than directly stated.²⁵ In other words, inference question is guessing something that is not directly stated in the text. Example question of inference can be:

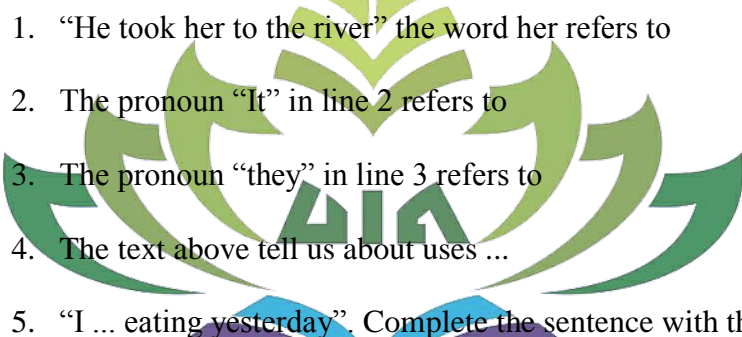
1. Which of the following is implied in the passage
2. It is implied in the passage that ...
3. It can be inferred from the passage that ...
4. It is most likely that ...

²⁵ Lisa Zimmer Hatch, Scott Hatch, and Amy Hackney Blackwell, *LSAT for Dummies*, (London: Wiley Publisher, 2004), p. 27

5. What probably happened ... ?

d. Grammatical features (reference)

According to Dummet, reference is a relation that obtains between expressions and what speakers use expression to talk about.²⁶ It means that reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. Example question of reference can be:

- 
1. "He took her to the river" the word her refers to
 2. The pronoun "It" in line 2 refers to
 3. The pronoun "they" in line 3 refers to
 4. The text above tell us about uses ...
 5. "I ... eating yesterday". Complete the sentence with the best option

e. Detail (scanning for a specifically stated detail)

In discussion about reading, this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want to specific details.²⁷ In this case, we almost ignore all the other information until we come to the specific information that we are looking for. Example of detail question can be:

²⁶ Micheal Dummet, *Philosophy of Language*, (New York: Harper and Row Publisher, 1973), p. 204

²⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson, 2001), p. 199

1. Where did story happen?
2. When did archeologists become aware of the possible value of the contents of the tarpits?
3. What is the purpose of the text?
4. In which course would this reading be assigned?
5. The author's main purpose in this passage is to

f. Excluding fact not written

Excluding fact not written question ask you the information in text that is not explained directly. Example of excluding fact not written question can be:

1. From the text, we know that the writer?
2. Which statement is corrected based on the text above?
3. All of the following are true except ...
4. Which of the following is not stated ...?
5. What is the moral value of the passage?

g. Supporting idea (s)

Supporting idea underscores the writer's main idea by providing clarification of its meaning or evidence to corroborate.²⁸ It means that supporting idea clarifies the topic sentence or main idea of a written passage.

Example of supporting idea can be:

²⁸ Cain Alexander, et al, *Cliff Notes Praxis II*, (New York: Houghton, 2001),p. 13

1. Why her teacher gave her punishment?
2. According the passage, how can the Moon hide the Sun during a total eclipse?
3. According the text, what causes an area to be classified as a desert?
4. How does the author seem to feel about grand jury system?
5. The passage cover how many different methods of recognizing past ice ages?

h. Vocabulary in context.²⁹

Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage. It means that vocabulary in context question is a question that asks reader to determine the meaning of vocabulary. Example of vocabulary in context question can be:

1. What is the synonym of careless?
2. What is the antonym the word?
3. In line 4, “pastimes” could best be replaced by
4. The word “veered” in line 15 is closest in meaning to
5. The word “ample” in line 7 indicates that the spider is

It means that when teaching about Main idea (topic), expression idioms/phrases in context, inference (implied), grammatical, features, detail

²⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisco: Pearson Education Longman,2004), p.206

(scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea (s), vocabulary in context automatically the tested material must be based on the aspect.

7. Text

Language is always produced, exchanged or received as text; that is, language as a system of communication is organized as cohesive units we call text. A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, and soon. According to Siahaan, text is a meaningful linguistic unit in a context.³⁰ It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

In other words, text is character and the words that have meaning. A text can be any linguistic unit, it can be a word, it can also be a sentence, beside, it can also be a paragraph, further it can also be a text which is bigger than a paragraph. According to Wallace in Hedgcock and Ferris, a text is a verbal record of communicative act.³¹ It means that a text could either be written or a transcribed version of speech.

³⁰ Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1

³¹ John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Taylor and Francis Group, 1995), p.78

Moreover, Hartono states that text is a unit of meaning which is coherent and appropriate for its context.³² It means that text is a set of some paragraph which has the coherent and appropriate ideas. Based on statements above, when we use language to write, we are creating and constructing text. When we read, we are interpreting text. Moreover, when we talk and listen, we are also creating and interpreting texts.

8. Concept of Genre

Genre is a term used to describe the classification of written materials. The word genre comes from the French (and originally Latin) word for 'kind' or 'class'. A genre can be defined as a culturally specific text type which results from using language (written or spoken) to (help) accomplish something. Within functional linguistics, the concept of genre has been proposed as a useful one for helping us to understand the nature of language in use, including the issue of predictability.³³ Functional means meaningful and context is anything accompanying a text. Genre is an organising concept for our cultural practices.³⁴

³² Rudi Hartono, *Genres of Text*, (Semarang: UNES, 2005), p. 4

³³ David Nunan, *Language Teaching Methodology : A textbook for teachers*, (Australia : Prentice Hall, 2008), p. 43

³⁴ Peter Knapp Megan Watknins, *Genre, Text, Grammar (Technologies, for Teaching and Assessing Writing*, (Australia: A UNSW Press Book, 2005), p.21

Text in English can be classified into several genre, they are:

a. Narrative

A narrative paragraph tells a story, either fiction or non fiction, of event of some events. Its purpose is to present a view of the world that entertains or informs readers or listeners.

b. Recount

A recount is a writing text to document and to tell a series of events in a chronological way so that it entertains or informs a reader.

c. Report

A report describes the way thing are with reference to a range of natural, man-made and social phenomena in our environment.³⁵

d. Description

Description is kind of paragraph used to describe particular person, place or thing.

e. Exposition

An exposition is used to argue for or againts a social issues.

f. Explanation

An explanation is used to describe or explain process or activity

³⁵ Clare Beghtol, *The Concept of Genre and Its Characteristics*, (London: Toronta University, 2001), p. 18

g. Discussion

A discussion is applied to present points of view about an issue at least from two sides namely protagonist and antagonist.

h. Procedure

Procedure is a text which gives instruction.

i. Spoof

Spoof is kind of genre used to retell an event with a humorous twist.

j. Hortatory Explanation

Hortatory explanation text is a text to persuade the reader or listener that something should or should not be the case.

k. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

l. News Item

News item is a text to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.

m. Reviews Text

Reviews text is a text to critique an art work or event for a public audience.³⁶

³⁶ Linda Gerot, et.al., *Making Sense of Functional Grammar*, (Cammeray: Antipodean Educational Enterprises, 1995), pp. 192-2015

Based on the explanation about the text, the researcher can concluded that the students have to know what kind of text they read. Because it is very useful for them to distiguish the differences of kinds of text itself.

9. Narrative Text

Percy in Permana and Zuhri state that narrative is a type of essay that tells a story or a series of events in which they occur.³⁷ Its purpose is to give meaning to an event or a series of events by telling story. Meanwhile, Anderson and Anderson say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.³⁸ It means that narrative is one of the text that tells a story of someone or something. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

Richard say that narrative is the written account of a real or fictional story, the genre structure underlying stories. Although narrative is not always a real, it is always correlated with a real life. Narrative takes a place as an entertaining and inspiring stories that are easily to understand but commonly full of morals.

³⁷ Permana, Tahan Dwi dan Zuhri, Fauris, *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School, Retain*, Volume 01 Nomor 01 Tahun 2013, p. 2

³⁸ Anderson, Mark and Anderson, Kathy. *Text Types in English 2*, (South Yarra: Macmillan Education Australia PIY LTD,1997), p. 8

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered event or chronologically. In order that the text can be enjoyed by the readers, the researcher must arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

Derewianka states that the steps for constructing a narrative are:³⁹

- a. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- b. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- c. Resolution

In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

³⁹ Derewianka, Beverly, *Exploring How Texts Work*, (London: Primary English Teaching Association, 1990), p.32

According to Anderson and Anderson show the steps for constructing a narrative text. They are:

1. Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place.
2. Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.
3. Sequence of events, where the characters react to the complication.
4. Resolution, where the characters finally solve the problem in the complication.
5. Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

The purpose of narrative text is to amuse or to entertain the reader with a story.

The grammatical features of narrative texts are :

- Use of adjectives to build noun groups to describe the people, animals or things in the story, such as... a nice, diligent and kind-hearted man, etc.
- Use of time connectives and conjunctions to sequence events through time, such as however, although, later, then.
- Use of adverbs and adverbial phrases to locate the particular events, such as once upon a time, long time ago.

- Use of past tenses, such as Aji Saka went to the kingdom, measured the size of the turban, etc.
- Use of action verbs to indicate the actions, such as stood, explained, provided, smashed.
- Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized, decided.

The example of narrative text:

The Story of Toba Lake⁴⁰

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Orientation

Complication

⁴⁰ Narrative text, available on: <http://www.belajarbahasainggris.us/2012/01/contoh-teks-narrative-thestorytobalake.html>. Accessed on July, 20, 2018. At 08.00 p.m

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Resolution

10. Approach, Method and Technique

In general area of methodology, people talk about approach, method and technique, all of which go into the practice of English teaching.

a. Definition and Example of Approach

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.⁴¹ It means that approach describes

⁴¹ H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagog*, (4th ed) (New York: Longman, 2001), p.16

how the people get the knowledge to achieve the successful in language learning.

The example of approach is communicative approach. The communicative approach is a learner centred approach.⁴² This approach gives the learner not only grammatical competence but also a social skill as to what to say. Communicative approach is based on the idea that the aim of learning second language is to gain communicative competence.

b. Definition and Example Method

A method is the partial realization of an approach. The originators of a method have arrived at decision about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization.⁴³

The example of method is grammar translation method.⁴⁴ Grammar translation method is called old method of teaching. In this method the mother tongue is used to teach English. Translation consists of changing from one state or form to another, to turn into one's own or another's language.⁴⁵

⁴² M.F Patel and Praveen M. Jain, 2008, *English Language Teaching*, (Jaipur: Sunrise Publisher & Distributors, 2008), pp. 94-95

⁴³ Jeremy Harmer, *The Practice of Language Teaching* (4th ed), (London: Longman, 1999), p.62

⁴⁴ M.F Patel and Praveen M. Jain, *Op. Cit*, p. 74

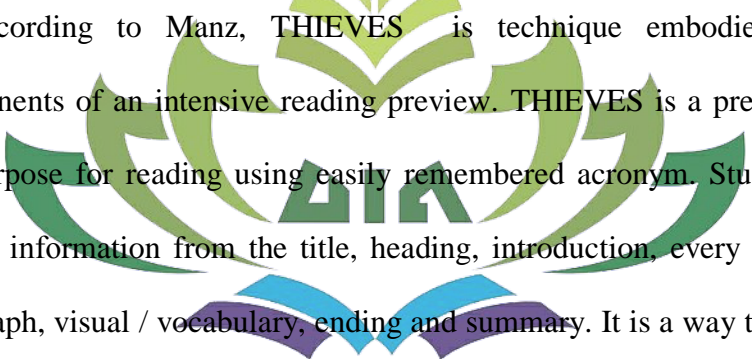
⁴⁵ Mildred L. Larson, *Translation (A Guide to Cross-Language Equivalence)*, (New York: University Press of America, 1998), p.3

c. Definition and Example of Technique

Bambang Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.⁴⁶ It means that technique is the activity takes place in learning process.

The example of technique is silent way. The teacher does not praise or criticize so that language learners learn to rely on themselves.

11. Concept of THIEVES Technique



According to Manz, THIEVES is technique embodies the essential components of an intensive reading preview. THIEVES is a pre-reading that set the purpose for reading using easily remembered acronym. Students learn how “steal” information from the title, heading, introduction, every first sentence in paragraph, visual / vocabulary, ending and summary. It is a way to get students to build extensive knowledge of the text even before they read the first “normal” words of chapter.⁴⁷ It means that this technique can help the students to find the specific information in the text, and the technique can improve the poor reader comprehension. This technique alternatively helps student to understand what

⁴⁶ Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.14

⁴⁷ Suzanne Liff Manz, *A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES*, (New York : Journal reading teacher vol 55 no 5 febuari, 2002), www.akademia.com, download on May 18th 2017, p. 3, accessed on March 4th 2017

they read.⁴⁸ To analyze need a critical comprehension in understanding the text, therefore thieves is used to help the students in comprehending the text, especially narrative text.

Moreover, Gear say that THIEVES is helpful for trying to determine what is important in a place of information text. This definition emphasize that THIEVES make the reading that much easier. Students will find that, after reading the main body of the text, they will be easy to find the most important information that they need about text, because they know how to be a thieves.⁴⁹ This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. According to Manz, this pre-reading will allow students to ‘steal’ information before they actually begin reading the chapter.⁵⁰ Students will survey the text in the following manner:

- a. Title : Students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter. Some questions that the student may ask while looking at the title include:

- 1). What do I already know about this topic?

⁴⁸ Suzanne Liff Manz, *A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES*, (New York : Jurnal reading teacher vol 55 no 5 febuari, 2002), www.akademia.com, download on May 18th 2017, p. 3, accessed on March 4th 2017

⁴⁹ Adriane Gear, *Nonfiction Reading Power*, (Canada: Stendhouse Publisher, 2008), p. 91

⁵⁰ Suzanne Liff Manz, *An Educational Therapist and Instructor at Nassau Community College in Garden City, NY*. It was published in *The Reading Teacher* Volume 55 Number 5 in February, 2002. Accessed on May 18th 2017

2). How does it connect to the previous chapter?

3). How can I turn this title into a question to focus my reading?

- b. **Heading :** Headings indicate the important sections of the chapter. They help students identify the specific topics covered. Students can turn the headings into questions to create a more focused look at information covered in the chapter. Some questions that the student may ask while looking at the heading include:

1). How does this heading let me know what I will be reading about

2). What topic will be discussed in the paragraphs below this heading?

- c. **Introduction :** The introduction provides an overview of the chapter. It may come after the title and before the first reading. Sometimes the goals and objectives of the chapter are stated in the introduction. Some questions that students may ask when previewing the introduction include:

1). Is the introduction marked or do I have to locate it?

2). Does the first paragraph introduce the chapter?

3). What important information will I find in the introduction?

- d. **Every first sentence in a paragraph :** First sentences are often the topic sentences of the paragraph, and by reading these a student can get an idea of the information that will be contained in the chapter.

1). What do I think this chapter is going to be about based on the first sentence in each paragraph?

- e. Vocabulary unlocks the meaning of the content. Students need to understand vocabulary in order to comprehend the text. Vocabulary may or may not be identified as key words. It might be highlighted or italicized in the text. Some questions that students may ask about the vocabulary include:

- 1). Is there list of the key words and are they defined in the glossary?
- 2). Are there important words in boldface or italics?
- 3). Do I know the important words?

- f. Visual: Students should look at all pictures, charts, tables, maps and graphs contained in the chapter. They need to read the captions and labels on each. This enables students to learn a little about the topic before they begin to read. Some questions that students may ask about the visual include:

- 1). How do these visuals relate to the content of this chapter?
- 2). What can I learn from them?
- 3). How do the captions help me understand the visual?

- g. Ending : These questions indicate important points and concepts from the chapter. Just reading these questions will help students target information

that is important in the text and establish a purpose for reading. Some questions that students may ask about the end-of-chapter questions include:

- 1). What do these questions ask?
- 2). What information will be important in this chapter?
- 3). How do I locate this information in the text?

h. Summary : Many texts contain a summary at the end of the chapter.

Students can read the summary to activate prior knowledge and give them an idea of the important concepts contained in the chapter

- 1). What do I understand and recall about the topics covered in the summary?

It can be conclude that, thieves is a pre-reading technique where THIEVES is acronym from title, heading, introduction, every first sentence in paragraph, vocabulary/visual, ending and summary. Using THIEVES helps readers to identify detail information in the text based on THIEVES acronym.

12. Advantages of THIEVES Technique

There are some advantages :

- a. The students can be easy in learning process and to find information from the text.
- b. The technique is a way to get students to build extensive knowledge of the text even before they read of the text.

- c. The technique can help the students make connections and predictions based on prior knowledge and clues found within the text.
- d. The technique is very effective in improving students comprehension of what their read because the students know main idea and information of the text before they read and can give contribution for students in learning process.⁵¹

13. Procedure of THIEVES Technique

According to Manz in Gusvianti research there are twelve procedures of THIEVES in learning process, such as:

- a. Teacher gives the students a story about the picture before the students read the story, the teacher asks the students
- b. The teacher asks the students to pay attention a narrative text
- c. The teacher explain about THIEVES before students read the a narrative
- d. The teacher and students discuss the answer questions based on the THIEVES technique. Before the students read a narrative text.
- e. The teacher reads a narrative text
- f. The teacher asks student to reads a narrative text
- g. The teacher asks the students to answer the question based on material
- h. The teacher explains a narrative text

⁵¹ Dina Gusvianti dan Yuli Triarina, *Using THIEVES Strategy to Increase Students Reading Comprehension at Junior High School*, Available on Journal of English Language Teaching vol 1 no 1 (2012), The influence of using thieves strategy toward students reading comprehension, Accessed on March 9th,2017

- i. The teacher asks to the students about narrative text
- j. The teacher gives some questions about narrative text
- k. The teacher and students discuss the answer
- l. The teacher together with students tries to find the generic structure in narrative text.⁵²

According to Zwiers in Rizki Ananda research there are five procedures, such as:

- a. The student works individually.
- b. The teacher selects a narrative text the appropriate reading level. Teacher select one of narrative text which appropriate with the reading level with the tenth grade.
- c. The teacher writes component of THIEVES on whiteboard and explains the THIEVES acronym.
 - a. Title
 - b. Headings
 - c. Introduction
 - d. Every first sentence in a paragraph
 - e. Vocabulary and visual
 - f. Ending

⁵² Dina Gusvianti dan Yuli Triarina, *Using THIEVES Strategy to Increase Students Reading Comprehension at Junior High School*, Available on Journal of English Language Teaching, vol 1, no 1 (2012). The influence of using thieves strategy toward students reading comprehension, Accessed on March 9th, 2017

g. Summary

- d. The teacher gives students THIEVES worksheet and asks them to complete the worksheet based on text.
- e. The teacher guides students to complete the components of THIEVES one by one. Students complete the THIEVES worksheet without read all of body of the text.⁵³

Based on those two procedures, the researcher made construct with use two procedures, they are:

- a. The teacher selects a narrative text which appropriate with reading level with the tenth grade
- b. The teacher shows and asks the students about picture before students read a narrative text
- c. The teacher explains a narrative text such as purpose, generic structure and grammatical features
- d. The teacher asks the students about narrative text
- e. After the students understand with narrative text, the teacher writes component of THIEVES acronym on white board and explains THIEVES acronym before students read a narrative text
- f. The teacher asks to the students, if they are not understand with material.

⁵³ Rizki Ananda, *The Effectiveness of Using Thieves Strategy in Teaching Reading of Recount Text (an Experimental Research with the Eighth Grade Students of Smp Negeri 23 Semarang in the Academic Year of 2015/2016)*, available on <http://eprints.walisongo.ac.id/6068>, accessed on January 4th 2018

- g. The teacher gives a narrative text and asks to the students to answer the question based on THIEVES acronym
- h. The teacher and students discuss the answer
- i. After the students understand, the teacher gives students THIEVES worksheet and complete the THIEVES worksheet based on the text
- j. The student works individually
- k. The teacher guides students to complete the components of THIEVES one by one.
- l. Students complete the THIEVES worksheet without read all of body of the text.

14. Concept of Reading Aloud Technique

There are some techniques in reading text, one of them is reading aloud. According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud.⁵⁴ It means that when the reader read such as poetry, dialogue must, the reader must read aloud.

According to Kailani, reading aloud in foreign language can be justified as an excellent way for a student to improve his or her pronunciation.⁵⁵ It means that reading aloud is a technique of reading text with making sounds in order to get

⁵⁴ M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publisher & Distributor, 2008), p. 121

⁵⁵ Taiseer Zaid Kailani, *Reading Aloud in EFL*, Journal of reading in foreign language, vol. 12 no. 1, 1998, p. 287

information, thoughts, and feelings from the author. It makes learner able to read the text with good intonation.

According to Nation, reading aloud can be used to check the learner's skill at word recognition.⁵⁶ It means that reading aloud is a useful technique to help the students in concentration, ask question, and discussion and it is also useful to check students's ability in recognize word.

Based on explanation from experts above, the researcher concludes that reading aloud is important activity for reading success by helps student in concentration, ask question and discussion. Reading aloud is a technique that gives the students an opportunity to practice English in a class.

15. Advantages of Reading Aloud Technique

There are some advantages of reading aloud technique, as follows:

- a. It gives an inspiration for the teacher to evaluate the students' progress and skill on reading, mainly word and phrase space, and to find a specific need for learning.
- b. Reading aloud can give the practice of oral communication for reader
- c. It can also go over or practice for the learner to imagine a role of subject in story of text reading.

⁵⁶ I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 79

- d. It can provide a method in which the teacher, by wisely guided servant, should perform in improving self ability, mainly to the children or the student as the beginner.⁵⁷

16. Disadvantages of Reading Aloud Technique

There are also some disadvantages of reading aloud technique, as follows:

- a. Over crowded class is very big problem. The teacher can not provide sufficient opportunities to all students.
- b. Only bright and intelligent students learn to read aloud very well because they get chance frequently while average students hardly get the chanced of reading. So they become the passive learners.
- c. Reading aloud takes more time so it is time consuming. All students can not read at a time so managing classroom becomes impossible.⁵⁸

17. Procedure of Reading Aloud Technique

The steps of teaching reading through reading aloud are:

- a. Teacher should choose the one topic interesting to read aloud, and should limit a chosen text not up to 500 words.

⁵⁷ Miftahul Huda, et.al, *The Effect of Learning Strategy of Reading Aloud on Students' Achievement in the Subject of Islamic Studies at Secondary School in Semarang*, International Journal of Education and Research, vol.3, No.2, 2015, p.580

⁵⁸ M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publisher & Distributor, 2008), p. 122

- b. Teacher gives the text to the students and further makes clear point or a basic issue which can be discussed.
- c. Teacher divides text regarding on some paragraph.
- d. Teacher invites students to read aloud from different phrases.
- e. When the reading is going on, the teacher stops some places, emphasizes certain point, gives some questions, or gives the example.
- f. Teacher asks some questions to students about the text.⁵⁹

Other steps are:

- a. The teacher, first of all, gives the information regarding the topic which will be discussed;
- b. The teacher chooses the one topic interesting to read aloud, and should limit a chosen text not up to 500 words;
- c. The teacher explains the text to the students briefly, and further make clear the point or a basic issue which can be discussed;
- d. The teacher divides text reading on some paragraphs, and then make the volunteers to read aloud from different phases;
- e. When the reading is going on, the teacher stops some places, emphasises certain point, and thus shows some questions and gives the examples.

⁵⁹ Mel Silberman, *Active Learning: 101 Strategies to Teach Any Subject*, (London: Allyn and Bacon, 1996), p. 91

Further, teacher can make a brief discussion, if the students are interesting on certain parts of the text;

- f. The teacher should perform the brief discussions, if the students show their enthusiastic response;
- g. Afterwards, teacher keeps kept on the discussion by examining the matter in the text;
- h. The teacher clarifies a discussion giving a conclusion;
- i. And finally teacher examines it through evaluation and written test⁶⁰

Based on those two procedures, the researcher makes construct with use two procedures, they are:

- a. The students are work individually
- b. The teacher selects a narrative text which appropriate with reading level with the tenth grade
- c. The teacher shows and asks the students about picture before students read a narrative text
- d. The teacher explains a narrative text such as purpose, generic structure and grammatical features
- e. The teacher asks the students about narrative text

⁶⁰ Silberman, M, *Active Learning: 101 Strategi Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani 2009), p. 67

- f. After the students understand narrative text, the teacher chooses one topic interesting to read a loud, and limit a chosen text not up to 500 words.
- g. The teacher asks to the students, if they are not understand with material
- h. The teacher gives a narrative text and an further makes clear point or a basic issue which can be discussed.
- i. The teacher devides text regarding on some paragraph
- j. The teacher invites students to read aloud from different phrases
- k. When the reading is going on, the teacher stops some places, emphasizes certain point, gives some questions, or give the example
- l. The teacher asks some questions to students about the text

18. Frame of Thinking

English is foreign language in Indonesia. English has four skills. Reading is one of four skills in language that should be mastered by anyone. Based on the frame of theory above, reading is an interactive process that need ability to draw meaning by analyzing word by word in the text, then getting out the information as nearly as possible the writer puts into it. Then, the reading comprehension appears as the result of reading. Reading comprehension is the understanding of the written text meaning that occured when the reader could extracts and integrates various information from the text, demonstrates an overall

understanding of the text including main idea, expression/idioms, implied detail, grammatical features, stated detail, unstated detail, supporting idea and vocabulary in context.

Reading will give readers an understanding and information. In reality, students are difficult to comprehend English text. It happens because students do not master many vocabularies, so they do not have motivation to learn reading. Nowadays, they are still many senior high school students who are not able to reading well. In others word, students' reading comprehension is still low. Students feel reading text is too difficult to comprehend. The students have difficulty in finding main idea, supporting detail, taking inference and also drawing conclusion. It can be seen from daily score in reading they are low in comprehension. In other words, confuse about what gist of the text is. In the conclusion, they did not know what they read.

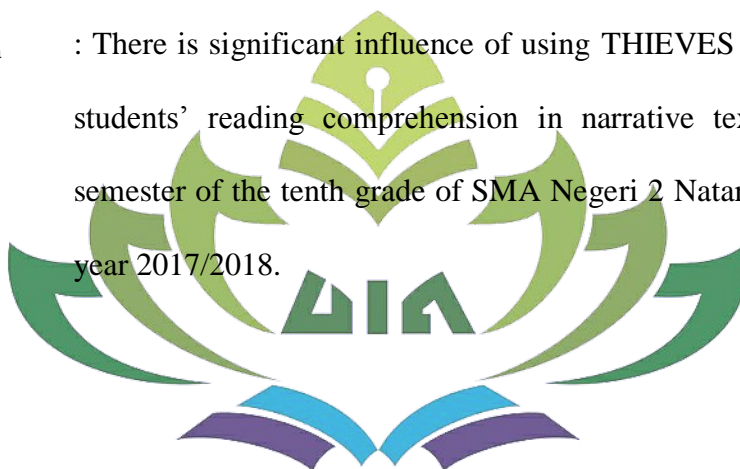
In this case, the researcher gave alternative by using thieves technique. Thieves is a technique for teaching reading to motivate and make the students are easier in reading activity also can to controled by teacher. Technique not only can help the students to be more active in reading activity but also make the students comprehend reading text. In other words by thieves technique the students can understand about the text to get more information in reading comprehension. In this case, the researcher used thieves technique in teaching comprehension, especially in narrative text.

19. Hypotheses

The researcher formulated the hypotheses of this research as follows:

H_o : There is no significant influence of using THIEVES technique toward students' reading comprehension in narrative text at the second semester of the tenth grade of SMA Negeri 2 Natar in the academic year 2017/2018.

H_a : There is significant influence of using THIEVES technique toward students' reading comprehension in narrative text at the second semester of the tenth grade of SMA Negeri 2 Natar in the academic year 2017/2018.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Based on the research, the researcher used quantitative research based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹ It means that research design is used to find whether there is influence of one variable to another variable.

The researcher used quasi experimental research design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.² It means that there is not opportunity for random assignment of learners to special groups in different conditions, it will disrupt the classroom learning.

¹ Donal Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth, Cengage Learning, 2002), p.301

² John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309

In this research, the researcher selected two classes. First class was as a control class and second class was as experimental class. The researcher used pre-test and post-test group design. The researcher design can be presented in Table 2:

Table 2
Pre and Post-test Design

Select Control Group	Pretest	No Treatment	Post-test
Select Experimental Group	Pretest	Experimental Treatment	Post-test

In this research, the students gave pre-test to know their reading comprehension before treatment and post-test after the treatment by THIEVES technique in experimental class and by using Reading Aloud technique in control class. The pre-test and post-test conducted for control and experimental class.

B. Variables of the research

A great deal of research was carried out in order to explore the strength of relationships between variables.

1. The independent variable was THIEVES technique (X)

The independent variable was variable selected by the researcher to determine their effect on the relationship with the dependent variable.

2. The dependent variable was students' reading comprehension in narrative text (Y).

The dependent variable was observed to determine what effect, if any the other types of variables may have on it.

C. Operational Definition of Variable

The operational of variable in this research are:

1. Thieves Technique

Thieves technique is a technique for teaching reading that can help students to find some information while reading a text. Thieves is acronym from title, heading, introduction, every first sentence in paragraph, vocabulary and visual, ending and summary.

2. Reading Comprehension

Students' reading comprehension is the ability to comprehend the reading material that give information to the readers, by presenting the supporting arguments with good ability to deal with question related to main idea, expression/idiom, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

D. Population, Sample and Sampling Technique of the Research

1. Population

According to Arikunto, population is a whole subject in the research.³ The larger group to which one hopes to apply the result is called the population. Population of this research were all the students at the tenth grade SMA Negeri 2 Natar in the academic year 2017/2018 which consist of 112 that were divided into four classes. Based on the statement, all the classes were the population in this research. The population of the students at the Tenth of SMAN 2 Natar in the academic year 2017/2018 can be seen in the Table 3.

Table 3
The Population of the Students at the Tenth Grade of SMA Negeri 2 Natar in the Academic Year 2017/2018

No	Class	Gender		Number of Students
		Male	Female	
1	X 1	7	21	28
2	X 2	8	19	27
3	X 3	11	13	24
4	X 4	12	14	26
Total		38	67	105

Source: Document of SMA Negeri 2 Natar in the Academic Year of 2017/2018

³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p.173

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁴ It means that sample is part of individual members which is chosen to represent of the whole population. Based on the population above, the sample of the research used two classes, one class was as the experimental class and another was the control class. The sample of this research: X 1 as experimental class and X 2 as control class.

3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁵ The researcher conducted the research at the tenth grade consist were four classes. The steps in determining the experimental class and control class as follows:

- a. Preparing media 4 pieces of paper, a glass, plastics, and rubber, a pencil.
- b. Writing the name of class on each paper.
- c. The papers that had been written the names of class will roll and put it into a glass.
- d. The glass was closed by plastics and string using rubber.

⁴ John W. Creswell, *Educational Research: Planning and conducting Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.309

⁵ Jack R. Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (8th ed), (New York: McGraw-Hill Companies, inc,2009), p.95

- e. Making a hole on the plastics and shake the glass until paper out from the glass.
- f. After the paper out from the glass, the first paper is as experimental class and the second paper is as control class

E. Research Procedures

There were three steps that will be done in this research. They were as follows;

1. Planning

- a. Determining the subject of the research

The subject of the research were the students at the second semester of the tenth grade at SMA Negeri 2 Natar.

- b. Preparing the try-out

Preparing a kind of test (called try-out test) that test given to the students at tenth grade out of sample class. The total number of test were 50 items. The try-out administered in 60 minutes. Evaluate the test items to get the good items for pre-test and post-test.

- c. Preparing the pre-test

Preparing a kind of test (called pre-test) that gave to the students before the students get treatment used instrument which have already been tried out before.

d. Determining the material to be taught

After gave pre-test to students, determine the material to be taught to the students is reading comprehension in narrative text.

e. Preparing the post-test

After preparing the post-test, gave post-test to the students at the control class and experimental class after treatment.

2. Applying

After making the planning, try to apply the procedures that was already planned. There are some steps in doing this research:

a. In the first meeting, gave try-out

The test was multiple choice that consist of 50 items with 4 options a, b, c, and d. This test gave to the students which did not become the sample of the research.

b. In the second meeting, gave pre-test

Pre-test to the control class and experimental class. The test was multiple choice, it was taken from the result of try-out test. It means that only the valid and reliable test item used in the pre-test.

c. After giving the pre-test to the students, a treatment in experimental class with thieves technique

d. In last meeting, gave post-test

This test was multiple choice test with 4 options a, b, c, and d. It means that only the valid and reliable test items can be used.

3. Reporting

The last step that should be done in the research procedures is reporting.

There are as follows:

- a. Analyzing data received from try-out
- b. Analyzing the data received from pre-test and post-test
- c. Making a report based on finding

F. Data Collecting Technique

In collecting the data, the researcher used some techniques, as follows :

1. Pre-test

The pre-test gave before the treatment. The researcher gave pre-test to the students before giving the treatments in order to know the basic of students' reading comprehension based on the provide topics. The researcher gave pre-test to the learners in control class and the experimental class to measure their reading comprehension before treatment.

2. Post-test

In conducting the research, the learners need a technique to collect the data. In this research the learners used the data which come from test. The test will be

done to know the students' reading comprehension in narrative text after they were taught by using THIEVES technique. It is administered after treatment given to measure the influence of using THIEVES technique towards students' reading comprehension in narrative text.

G. Instrument of Research

This research used multiple choice question (MCQ) as a tool for testing in order to know students' reading comprehension. The test is aim to measure students' reading comprehension. In measuring the students' reading comprehension, Brown said that there are some criteria commonly used in measuring students' reading comprehension. Some specifications commonly will be used in measuring reading comprehension are main idea (topic), expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.⁶ The researcher prepared the instrument in the form of multiple choice questions. The specification pretest and posttest before validity test can be seen in Table 4.

⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2003), p.206

Table 4
The Test Specification of Pre-test and Post-test for Try Out

No	Aspect	Odd	Even	Total	Total Items	
					Odd	Even
1	Main idea (Topic)	4	4	8	1, 7, 31, 41	8, 14, 18, 28
2	Expression/Idiom/Phrase in context	1	2	3	43	24, 32
3	Inference (Implied detail)	2	1	3	13, 37	20
4	Grammatical features (reference)	4	3	7	3, 11, 21, 39	22, 26, 44
5	Detail (scanning for a specifically stated detail)	4	6	10	5, 29, 45, 47	2, 4, 6, 30, 34, 42,
6	Excluding facts not written	3	3	6	19, 25, 27	10, 48, 36
7	Supporting idea(s)	6	2	8	9, 15, 17, 23, 35, 49	38, 46
8	Vocabulary in context	1	4	5	33	12, 16, 40, 50
Total		25	25	50	25	25

Based on the table 4, it can be seen that there were 50 questions for pre-test and 50 questions for post-test. The specification included aspect main idea (topic), expression/idiom/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, and vocabulary in context. After the researcher administrating the

try-out test, the researcher analyzed the criteria of good test, it could be seen that 25 items were valid. The items test can be seen in the table below:

Table 5
Table of Specification of Pre-test after Validity Test

No	Aspect	Odd	Even	Total	Total Items	
					Odd	Even
1	Main idea (Topic)	1	-	1	3	-
2	Expression/Idiom/Phrase in context	2	1	3	17, 23	12
3	Inference (Implied detail)	2	-	2	7, 19	-
4	Grammatical features (reference)	2	4	6	1, 21	6, 10, 14, 24
5	Detail (scanning for a specifically stated detail)	-	3	3	-	2, 16, 18
6	Excluding facts not written	3	-	3	5, 13, 15	-
7	Supporting idea(s)	2	3	5	11, 25	4, 8, 20
8	Vocabulary in context	1	1	2	9	22
Total		13	12	25	13	12

Table 6
Table of Specification of Post-test after Validity Test

No	Aspect	Odd	Even	Total	Total Items	
					Odd	Even
1	Main idea (Topic)	-	1	1	-	10
2	Expression/Idiom/Phrase in context	1	2	3	13	20, 24
3	Inference (Implied detail)	1	1	2	1	4
4	Grammatical features (reference)	2	4	6	11, 21	6, 8, 14, 18
5	Detail (scanning for a specifically stated detail)	2	1	3	9, 19	22
6	Excluding facts not written	2	1	3	17, 25	12
7	Supporting idea(s)	3	2	5	5, 15, 23	2, 16
8	Vocabulary in context	2	-	2	3, 7	-
Total		13	12	25	13	12

H. Scoring Procedure

Before getting the score, the researcher determines the procedure used in scoring the students' work. In order to do that, the researcher used Arikunto's formula.⁷ The scores of post test and pre test was calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

⁷ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1989), p.271

Notes :

S = Score of test

r = Total of right answer

n = Total items

I. Validity of the Test

A good test is the test that has validity. The validity test conducted to check whether the test measures what is intended to be measured.⁸ Best and Kahn say that a test is valid if it is measures what it claims to measure. It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the researcher used the content, construct and item validity.

1. Content Validity

According to Creswell, content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.⁹ It means that content validity is the material that can be taken from course textbook, syllabus, objectives, and the judgements of subject matter specialist. To get content validity, the test adapted with the textbook and based on the syllabus.

⁸ Hughes Arthur, *Testing for Language Teacher*, Second Edition, (New York: Cambridge University Press, 2003),p.26

⁹ John W. Creswell, *Educational Research : Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p. 618

Then, materials and the test were appropriate with syllabus in the school based Curriculum for the tenth grade of Senior High School.

2. Construct Validity

According to Creswell, construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.¹⁰ It means that construct validity is showing the measurement use contained correct operation definite, which is based on the theoretical concept. In this research, the researcher administered the test whose the scoring cover eight aspects of reading they are : main idea, expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding not written. To make sure, the researcher consulted the instrument of test (pre-test and post-test) to the English lecturer of UIN Raden Intan Lampung named M. Sayid Wijaya, M.Pd as a validator, for determining whether the test has obtained construct validity or not. After the researcher consulted the test with the validator, the items test was suitable to the eight aspects of reading. (See appendix 14)

¹⁰ *Ibid*, p. 618

3. Item Validity

Item validity is used to measure whether test items are valid or not. In the research, the researcher used ANATES to know validity of the test which consist of 50 items multiple choice. The researcher was given the try-out of the test to students from the different sample. The researcher used ANATES to calculate the data obtained from the try-out to find the item validity of each them. After the researcher calculated the data by using ANATES, the result of the items try-out for pre-test and post-test there were 25 items considered invalid. The invalid items number were 1, 2, 4, 6, 8, 12, 14, 17, 18, 19, 20, 22, 28, 29, 31, 33, 35, 36, 41, 42, 45, 47, 48, 49 and 50. While the valid items were 25 items. They were the items number 3, 5, 7, 9, 10, 11, 13, 15, 16, 21, 23, 24, 25, 26, 27, 30, 32, 34, 37, 38, 39, 40, 43, 44, and 46. (See appendix 12).

J. Reliability

Reliability means that the data can be reliable. Reliability refers to the consistency of test score. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable. Reliability test consistent and dependable. According to Creswell, Reliability means that scores from an instrument are stable

and consistent.¹¹ Besides having high validity, a good test must have high reliability, scores need to be consistent. The researcher used ANATES to know reliability of test.

The criteria of reliability as follows:

0.800 – 1.000 = Very high reliability.

0.600 - 0.800 = High reliability.

0.400 – 0.600 = Medium reliability.

0.200 – 0.400 = Low reliability.

0.00 – \leq 0.200 = Very low reliability.

From the criteria of reliability above, it can be drawn a conclusion that the result obtained in the ANATES of reliability that reliability test in reading comprehension has high reliability because the result of reliability was 0.66. The researcher concluded that the degree of the level of reliability of the instrument was high reliability. (See appendix 13)

K. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There are two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

¹¹ *Ibid*, p. 159

1. Fulfilment of the Assumptions

The data gained are statistically analyzed by using strategies and steps as the following:

a. Normality Test

The normality test is used to know whether the data in the experimental class and control class are normally distributed or not.¹² In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test are formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of hypotheses for normality test are as follows :

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

¹² Budiyo, *Statistika Untuk Penelitian*, (Surakarta: University press, 2004), p.170

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypothesis for the homogeneity tests are formulated as follows:

H_o = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. To investigate whether there is influence of using THIEVES technique towards students' reading comprehension in narrative text. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for hypothetical of test. The purpose of using SPSS in this case is to practically and efficiency in the study.

The hypotheses are :

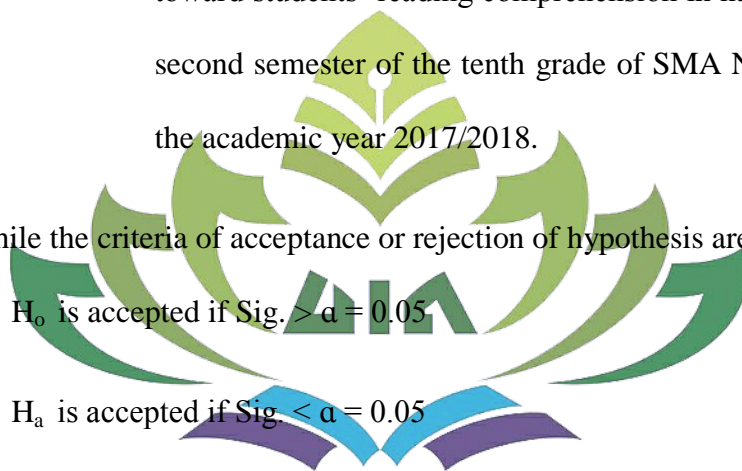
H_0 : There is no significant influence of using THIEVES technique toward students' reading comprehension in narrative text at the second semester of the tenth grade of SMA Negeri 2 Natar in the academic year 2017/2018.

H_a : There is significant influence of using THIEVES technique toward students' reading comprehension in narrative text at the second semester of the tenth grade of SMA Negeri 2 Natar in the academic year 2017/2018.

While the criteria of acceptance or rejection of hypothesis are :

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$



CHAPTER IV RESULT AND DISCUSSION

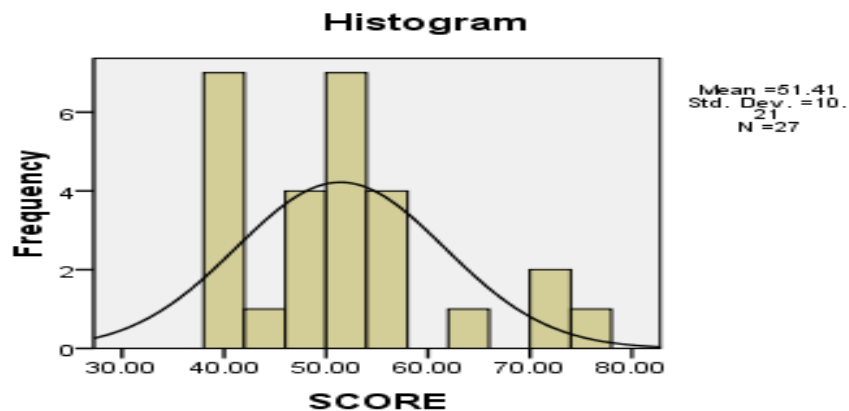
A. Result of the Research

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on April 30, 2018. Meanwhile, post-test was held on May 23th, 2018. The researcher conducted pre-test before treatments given and post-test after treatments given. The test is a multiple choice test which consists of 25 items for each test.

1. Result of Pre-test in Control Class

The researcher conducted pre-test in order to know students' reading comprehension ability before the treatment. The pre-test was administrated on April 30, 2018. The scores of students' narrative text tested in pre-test in the control class could be seen in Figure 1.

Figure 1
The Result of Pre-test in Control Class

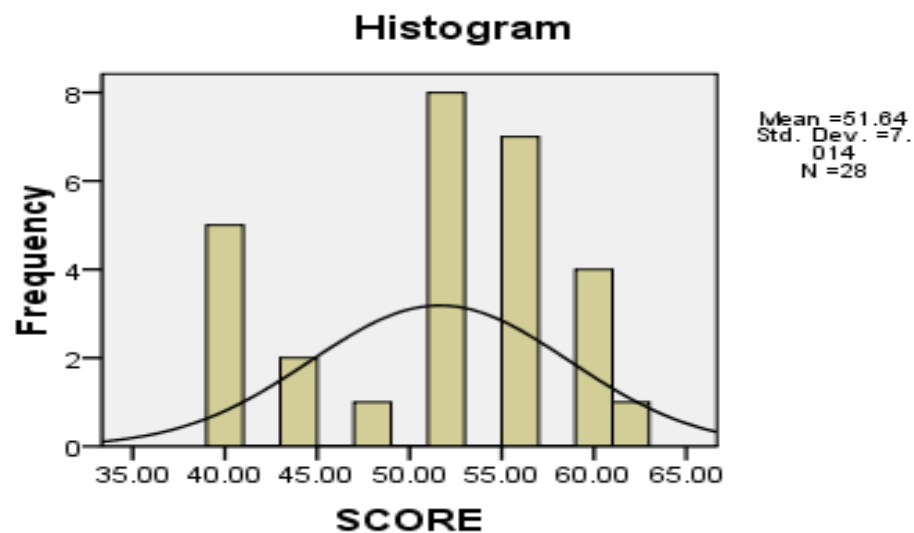


Based on figure 1, the mean of pre-test in control class was 51.41. The highest score was 76 and the lowest score was 40. Standard deviation was 10.21, and total number of students was 27. It showed students' reading comprehension before they got treatments.

2. Result of Pre-test in Experimental Class

The researcher conducted pre-test in order to know students' reading comprehension ability before the treatment. The pre-test was administrated on April 30, 2018. The scores of students' narrative text tested in pre-test in the experimental class could be seen in Figure 2.

Figure 2
The Result of Pre-test in Experimental Class



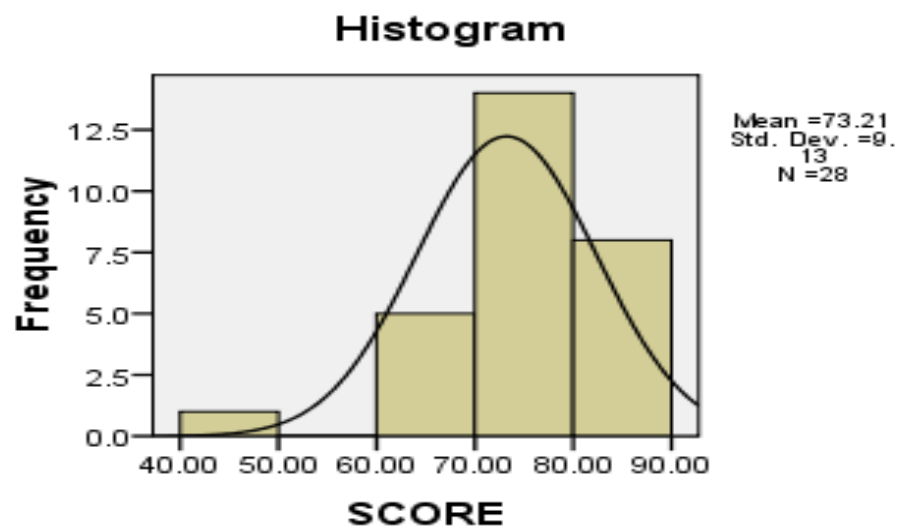
Based on figure 2, the result showed that the mean of pre-test in experimental class was 51.64. The highest score was 62 and lowest score was 40. Standard

deviation was 7, and total number of students was 28. It showed students' reading comprehension before they got treatments.

3. Result of Post-test in Control Class

The researcher also gave post-test in control class to know students' reading comprehension ability after the treatments given. It was administrated on May 23, 2018. The scores of post-test in control class can be seen in figure 3 below.

Figure 3
The Result of Post-test in Control Class

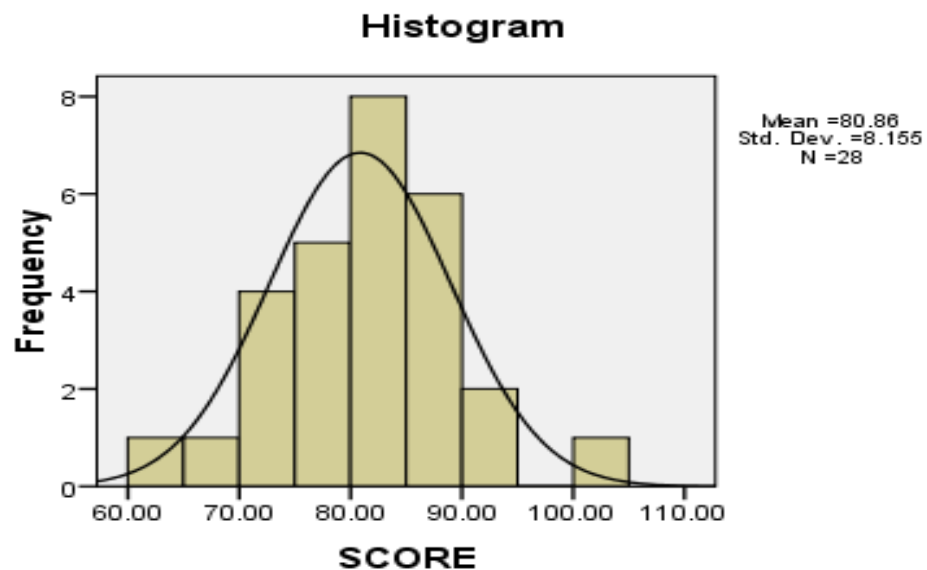


Based on figure 3, the mean of post-test in control class was 73.21. The highest score was 88 and lowest score was 64. Standard deviation was 9, and total number of students was 27. It showed students' reading comprehension after they were taught with reading aloud technique as the treatment.

4. Result of Post-test in Experimental Class

The researcher also gave post-test in control class to know students' reading comprehension ability after the treatments given. It was administrated on May 23, 2018. The scores of post-test in experimental class can be seen in figure 4 below.

Figure 4
The Result of Post-test in Experimental Class



Based on figure 3, the mean of post-test in experimental class was 80.86. The highest score was 100 and lowest score was 64. Standard deviation was 8.155, and total number of students was 28. It showed students' reading comprehension after they were taught with THIEVES technique as the treatment.

5. Result of Normality Test

The researcher tested normality test after got score of the students in reading comprehension pre-test and post-test of narrative text using SPSS version 16.

a. The hypotheses are:

Ho: the data have normal distribution

Ha: the data do not have normal distribution

b. The test criteria

If the value $(p) > \text{significant } (\alpha = 0.05)$, it means that Ho was accepted.

If the value $(p) < \text{significant } (\alpha = 0.05)$, it means that Ha was accepted.

Table 7
The Result of Normality in the Control and Experimental Class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EXPERIMENTAL	.141	27	.177	.948	27	.193
CONTROL	.139	27	.193 [*]	.971	27	.625

a. Lilliefors Significance Correction

Based on the table, it can be seen that Pvalue (Sig.) for control class was 0.193 and Pvalue (Sig.) for experimental class was 0.177 because Sig. (Pvalue) of experimental class and control class $> \alpha 0.05$. So, Ha is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

6. Result of Homogeneity Test

The researcher tested Homogeneity test after got the score of students' reading comprehension in control class and experimental class (pre-test and post-test of reading comprehension in narrative text by using SPSS).

a. The hypotheses are:

Ha: the variance of the data is not homogeneous

Ho: the variance of the data is homogeneous

b. The criteria of the test are follows:

Ho is accepted is $\text{Sig} > \alpha = 0.05$

Ha is accepted if $\text{Sig} < \alpha = 0.05$

Table 8
The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
1.614	6	17	.204

Based on the results obtained in the test of homogeneity of variances in the table, it could be seen that Sig. (Pvalue) was 0.204 $>$ α was 0.05. It demonstrated that Ho was accepted because Sig. (Pvalue) $>$ α was 0.05. It means that the variance of the data were homogeneous.

7. Result of the Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (Statistical Program for Social Science), independent sample t-test.

The hypotheses formulas are:

H_0 : There is no significant influence of using THIEVES technique toward students' reading comprehension in narrative text at the second semester of the tenth grade of SMA Negeri 2 Natar in the academic year 2017/2018.

H_a : There is significant influence of using THIEVES technique toward students' reading comprehension in narrative text at the second semester of the tenth grade of SMA Negeri 2 Natar in the academic year 2017/2018.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_0 is accepted is $\text{Sig. (Pvalue)} > \alpha = 0.05$

H_a is accepted is $\text{Sig. (Pvalue)} < \alpha = 0.05$

Table 9
The Result of Hypothetical Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SCORE	Equal variances assumed	.635	.429	2.632	53	.011	6.17725	2.34722	1.46932 10.88518
	Equal variances not assumed			2.637	52.741	.011	6.17725	2.34258	1.47810 10.87640

Based on the results obtained in the independent sample t-test in the Table 9, the value of significant generated Sig. (Pvalue) was $0.011 < \alpha$ was 0.05. So, H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was significant influence of using THIEVES technique toward students' reading comprehension in narrative text at the second semester of the tenth grade at SMAN 2 Natar in the academic year of 2017/2018.

B. Discussion

The research had been conducted since April 23, 2018. The objective of this research is to find out whether the use of THIEVES technique can improve students'

ability in reading comprehension of narrative text at the tenth grade student of SMAN 2 Natar in the academic year of 2017/2018. Based on the research method, this research was divided into some steps. There are try-out, pre-test, treatment in three times, and post-test. At the beginning, the researcher conducted try-out test for students in try-out class. The researcher prepared 50 items of multiple choice questions for pre-test and post-test. After the researcher gave try-out, the researcher calculated test items to know validity of the test. The result showed that 25 items of pre-test and post-test instrument were valid.

Secondly, the step was giving pre-test for the students to know the students' reading comprehension ability before they were given treatments. The test was multiple choice questions that consist of 25 items with four options a, b, c and d. In the pre-test, the researcher found that students' pre-test score in experimental was higher than students' pre-test score in control class. It can be seen from the mean of students' pre-test score in experimental class was 51.64, while the mean of students' pre-test score in control class was 51.41.

Thirdly, the step was giving treatment to the students in three times. Before the researcher gave treatment, the researcher determined the material and prepared lesson plans for three meetings. The treatments here were teaching reading by using THIEVES technique in experimental class and reading aloud technique in control class.

In the experimental class, the researcher conducted treatment on May 1st, 2018. In the first meeting, the researcher greeted the students and checked their attendance.

After that the researcher explained material that would be taught. Then, the researcher gave the students personal narrative text and tried to activate their background knowledge related to the topic given. The researcher showed picture that related to the story to built students' interest. Then the researcher explained about narrative text and acronym THIEVES technique. The researcher gave question to the students for guiding them in reading text. After the researcher gave question, the researcher asked to the students to answer worksheet THIEVES based on the topic and to find main idea and character in the story. Then, the researcher and the students discussed students' answer. The last, the researcher asked to the students to answer the multiple choice question to measure what is student understand or not. In the second and third meeting, the researcher did the same activities to teach students as what the researcher did in the first meeting. The difference in every meeting was in the topic given.

After the treatments were given, the researcher gave post-test for the students to know their reading comprehension ability after they got the treatments. The test was multiple choice questions that is consist of 25 items. Based on the result of students' post-test, the mean of students' post-test score in control class was 73.21 and mean of students' post-test score in experimental class was 80.85. Based on the result, the score of experimental class was higher than students' post-test score in control class. It means that the students who are taught by using THIEVES got better result than the students who are taught by using Reading Aloud technique.

Based on the result of data calculation, Sig.(2-tailed) of the equal variance assumed in the independent sample test table is 0.011. It is lower than $\alpha = 0.05$. It means that null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It can be concluded that there was a significant influence of using THIEVES technique toward students' reading comprehension in narrative text at the second semester of the tenth grade at SMAN 2 Natar in the academic year of 2017/2018.

Based on the result of the data above, it can be interpreted that after the researcher teaching reading by using THIEVES technique in three times, the researcher found that the students who were taught by using THIEVES technique gave positive influence on their reading comprehension ability. It is because this technique helps students in comprehending the text content by guiding them to key point in the text, so the student has clear purpose in reading. The technique is very effective in improving students comprehension of what their read because the students know main idea and information of text before they read and can give contribution for students in learning process. It supported by Manz, THIEVES is a pre-reading strategy that set the purpose for reading using easily remembered acronym. Students learn how "steal" information from the title, headings, introduction, every first sentence in a paragraph, visual / vocabulary, ending and summary. It is a way to get students to build extensive knowledge of the text even

before they read the first “normal” words of chapter.¹ It means that this technique can help the students to find the specific information in the text, and the technique can improve the poor reader comprehension. According to Zwiers, THIEVES is a pre-reading strategy that sets the purpose for reading using an easily remembered acronym.² Students learn how to “steal” information from the text before they actually read it. Using THIEVES helps readers to identify important concepts, establish a context for reading, and predict what ideas might be contained in a text passage.

The finding of this research is relevant with some previous studies. The previous research conducted by Dina Gusvianti dan Yuli Triarina, Using THIEVES Strategy to Increase Students Reading Comprehension at Junior High School and by Rizki Ananda, The Effectiveness of Using Thieves Strategy in Teaching Reading of Recount Text (an Experimental Research with the Eighth Grade Students of Smp Negeri 23 Semarang in the Academic Year of 2015/2016).

¹ Suzanne Liff Manz, *A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES*, (New York : Journal reading teacher vol 55 no 5 febuari, 2002), www.akademia.com, download on May 18th 2017, p. 3, accessed on March 4th 2017

² Zwiers, *Building Reading Comprehension Habits in grades 6-12*, (New York: The International Reading Association, 2010), p.87

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing this research, the researcher draws some conclusions in terms of the use of thieves technique in improving students' reading comprehension of personal narrative text. As presented in the first chapter, the objective of this research was to find out whether the use of thieves technique improving students' reading comprehension of personal narrative text.

Based on the research result, the mean score of post-test in experimental class was 80.85 and the mean score of post-test in control class was 73.21. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.011. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. It means that there was significant influence of using thieves technique toward students' reading comprehension in narrative text at the tenth grade of SMAN 2 Natar.

B. Suggestion

Based on the result of this research, the researcher proposed suggestion as:

1. Suggestion for the teacher

- a. Considering the technique, the researcher suggests the English teacher to apply technique in the classroom for teaching reading because it can help students in comprehending the text.

- b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in reading.
- c. Considering the students' problem in reading text during the treatment, the writer suggest the English teacher to increase vocabulary discussion by using thieves technique.
- d. The teacher should encourage the students to be actively participating and enthusiastically in the teaching and learning process.

2. Suggestion for the Students

- a. Students are hoped to enrich their vocabulary in order to comprehend the text easier.
- b. The students must be able to understand each acronym of thieves.
- c. Students are hope to pay attention in teaching process and try to response the teacher's question.

C. Suggestion for the Next Researcher

- a. Who are interesting in conducting the similar studies should understand the problem deeply for better research, and assist the students to solve their problems in reading comprehension.
- b. The next researcher may conduct this technique on level of students, for example Junior High School. They can apply other kind of texts, such as, narrative, descriptive, report, and soon.

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